

**ERROR ANALYSIS OF USING SIMPLE PAST TENSE IN
CONVERSATION CLASS AT MA SWASTA ULUMUL
QUR'AN LANGSA**

(The Research Conducted at Madrasah Aliyah Ulumul Qur'an Langsa)

THESIS

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This thesis is compiled as one of requirements for sarjana degree (S-1) in teacher education. It is also intended to give some valuable contributions especially to the readers who are concerned about the English teaching and learning process.

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ABSTRACT

The study is describes the error analysis made by the tenth grade students at MA Swasta Ulumul Qur'an Langsa. It includes what types of error do the students make when they construct simple past tense sentences in conversation class. It also analyze what are the students' difficulties in constructing simple past tense sentences in conversation class. The purpose of this study to find out the types of error that the students make when they construct simple past tense sentences in conversation class. It also want to know the students' difficulties in constructing simple past tense sentences in conversation class. The subject of the research is about 21 respondents. This research used quantitative descriptive method by collecting data from test and interview. The finding of this research states that the result of the research shows that types of error did by the students in constructing simple past tense in conversation class were omission, addition, misformation, and misordering. It is obtained that there were 38,09 % student did the omission, 19,04 % student did the addition, 85,71 % student did the misformation, and 9.52 % student did the misordering. Students' difficulties in constructing simple past tense in conversation, were due to lack of vocabulary, and did not master the irregular verb in past form. They also found difficulty to pronounce the words in regular past verb. The writer suggested that the students to learn more about simple past tense because it is the most basic pattern in making sentences. They must improve their vocabulary and practice to more make sentences before they use it in conversation. The writer's suggestion for the teacher is to know the interesting technique and method to make the students interested in learning especially in conversation class. The teacher also must always support the students not to be shy to speak English although they have difficulty in pronouncing the past form.

Key words : error analysis, simple past tense, conversation.

CHAPTER I

INTRODUCTION

A. The Background of Study

English has now become the world language. It means that most people in the world have already known English language. As social beings, people always relate to others and they cannot live without others. Therefore, language is one of tools of communication which is very important in our life. In communication, language has an important role because it is used to deliver information, idea, feeling, desire of what the speaker wants to the listener or to explain something.

In Indonesia, English is a foreign language that has been taught from the elementary school, junior high school, until senior high school as a compulsory subject. People realize that it is important to learn English to communicate with others. In learning English, there are four skills (listening, speaking, reading and writing) and complements, they are : grammar, pronunciation and vocabulary for supporting the developments of those skills.

Besides the four skills, grammar also should be mastered by students. Grammar is needed even in communication. Without the proper knowledge of grammar, the students will find many problems to build up sentences and express their idea for communicate activities. According to Penny Ur, “ there is no doubt that a knowledge – implicit of grammatical rule is essential for the mastery of

language : you cannot use words unless you know how they should put together.”¹

If the grammar is good, the students will be confident to speak with the others.

In this research, the writer will not discuss grammar in general. She will write about tense, especially simple past tense that is often used in daily conversation. People usually do conversation to deliver information, idea or feeling. In conversation, the speaker must convey a purpose in sentences to make listener understand easily. As the result, the use of tenses become an important role in conversation. Therefore, the use of simple past tense is very important to the students because they often use simple past tense more than the other tenses in conversation class.

Ideally, the tenth grade students must have mastered simple past tense. They are not only expected to memorize the formula of this tense, but they also must be able to explain it again and make good sentences, so they can be easy to communicate with others. The students also must be able to use simple past tense in conversation to describe the events that occurred in the past. They must be able to place the structure of the appropriate words and use the appropriate verb in conversation. Therefore, the conversation class can be better.

However, based on the writer’s experience when she became a training teacher in MA Swasta Ulumul Qur’an Langsa, she found the reality that many tenth grade students of that school were not able to communicate well by using simple past tense in conversation class. They make many mistakes when they

¹ Penny Ur, *Grammar Practice Activities*, (Cambridge : Cambridge University Press, 1998), p. 4.

describe the event that occurred in the past. They were still unfamiliar with the second form of the verb to make sentence in past tense. They were also difficult to spell the words that end with suffix –ed.

Therefore, the teacher must work hard to find the appropriate way to teach English, especially in conversation class. The teacher must know the interesting way to make the students interested in learning English. It is expected that the students no longer make many errors in producing sentences by using simple past tense and they can enjoy the conversation class.

It is known that mastering simple past tense is very important to the tenth grade students at MA Swasta Ulumul Qur'an Langsa to make them easy to follow a conversation class. The school expects that all of the tenth grade students must be able to memorize the formula of simple past tense and the second form of the verb and can spell the past verb well.

Based on the description above, the writer is interested in conducting a research entitled, **“Error Analysis of Using Simple Past Tense in Conversation Class at MA Swasta Ulumul Qur'an Langsa.”**

B. The Formulation of Study

Based on the background of the study, the formulation of the problem can be stated as follows:

1. What types of error do the students make when they construct simple past tense sentences in conversation class?
2. What are the students' difficulties in constructing simple past tense sentences in conversation class?

C. The Purpose of Study

1. To find out the types of error that the students make when they construct simple past tense sentences in conversation class.
2. To know the students' difficulties in constructing simple past tense sentences in conversation class.

D. The Significances of Study

The significances of this study are:

1. Theoretically
 - a. Can be a reference to develop English learning teaching in education field.
 - b. The result of this study is expected to improve motivation of all students and the researcher to learn English without hopeless when they find difficulties and problems.

2. Practically

- a. For teachers, can be made as guidance in teaching.
- b. For students, can be a motivation to practice more than they did before and they are encouraged to learn grammar seriously, therefore they can master simple past tense.
- c. For other researchers, becoming a reference for the next researchers who want to conduct the same research of study.

E. Terminology

There are some terms that may be needed to be defined in this study, for instance:

1. Errors

Errors are a term used in psycholinguistic referring to mistakes in spontaneous speaking or writing attributable to malfunctioning of the neuromuscular commands from the brain. It is thus distinct from the traditional notion of error, which was based on the language user's ability to conform a set of real or imagined standards of expression.²

2. Analysis

Analysis is the detailed study or examination of something in order to understand more about it.³

² Wilga M. Rivers. *Teaching Foreign Language Skills, International Edition*. (London : The University of Chicago Press, 1968), p. 134-135.

³ As Hornby. *Oxford Advanced Learner's Dictionary of Current English*, (Oxford : Oxford University Press, 2005), p. 49.

3. Past Tense

Martin defines the past simple is one of the tense that is used to refer to complete events, states or action that took place within a finished period of time. It is used when it provides precise circumstantial detail about an event.⁴

4. Conversation

Conversation is a form of interactive, spontaneous communication between two or more people.

⁴ Martin Parrott, *Grammar for English Language Teacher*, (Cambridge : Cambridge University Press, 2000), p. 151.